

Ms. Messervey's Eleven Class Syllabus

The essential graduation learnings from the *Public School Program* are: aesthetic expression, citizenship, communication, personal development, problem solving, and technological competence. In essence within this English classroom, students are to develop cognitively, affectively, and socially. Students should acquire the knowledge, attitudes, and skills necessary for them to continue as thinking, learning, and valued members of society. After this course you should be able to:

- * study and give detailed accounts of complex and sophisticated texts and issues
- * be perceptive and analytical in making sophisticated adult judgements
- * be critical readers of literary texts
- * be critical viewers
- * express yourself precisely when writing for often complex purposes
- * be capable editors of your own and other's writing
- * communicate confidently and effectively in the formal style and language required for some situations
- * demonstrate control of language processes.

The aim of this course is to make you stronger, more effective thinkers and communicators in: writing, reading, speaking, viewing, and showing. The English specific curriculum outcomes from the *Atlantic Canada English Language Arts Curriculum Guide* is as follows:

- Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
 - follow-up on and extend others' ideas in order to reflect upon their own interpretation of experiences
 - ask perceptive/probing questions to explore ideas and gain information
 - address complex issues, present points of view backed by evidence, and modify, defend, or argue for their positions in response to opposing points of view
 - listen critically to evaluate others' ideas in terms of their own understanding and experiences, and identify ambiguities, and unsubstantiated statements
- Students will be expected to communicate information and ideas effectively and clearly to respond personally and critically.
 - use their awareness of the difference between formal and informal speech to interact effectively in panel discussions, formal debates, and other structured and formal situations
 - effectively adapt language and delivery for a variety of audiences and situations in order to achieve their goals or intents
 - ask and respond to questions in a range of situations, including those related to complex texts and tasks
 - critically evaluate others' uses of language and use this knowledge to reflect on and improve their own uses of language
- Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.
 - demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations
 - discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences
 - adapt language and communication style to audience, purpose, and situation
- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
 - read a wide variety of print texts recognizing elements of those texts that are relevant to their own lives and community
 - view a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts
 - assess ideas, information, and language, synthesizing and applying meaning from diverse and differing perspectives
 - demonstrate an understanding of and apply the strategies required to gain information from complex print texts and multimedia texts
 - articulate their understanding of the purpose of the author in relation to the impact of

- literary devices and media techniques on the reader or viewer
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
 - acquire information from a variety of sources, recognizing the relationships, concepts, and ideas that can be utilized to generate student text
 - select appropriate information from a variety of sources, making meaningful selections for their own purposes
 - recognize and reflect upon the appropriateness of information for the purpose of making meaningful student text
 - synthesize information from a range of sources, including the electronic network, to address a variety of topics and issues
 - Students will be expected to respond personally to a range of texts.
 - recognize and articulate the elements of information from a variety of sources that trigger personal responses
 - make connections between the ideas and information presented in literary and media texts and their own experiences
 - make connections among the themes, issues, and ideas expressed in various texts
 - demonstrate a willingness to explore multiple perspectives on text
 - justify points of view on various print and media texts
 - recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify their understanding
 - Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.
 - recognize the commonalities and differences in form, structure, and ideas of various texts
 - recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer
 - examine the relationships among language, topic, purpose, context, and audience
 - examine the relationship of specific elements within and among texts
 - analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genres
 - respond critically to complex print and media texts
 - explore the diverse ways in which texts reveal and produce ideologies, identities, and positions
 - reflect on their responses to print and media texts, considering their own and others' social and cultural contexts
 - Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning and to use their imagination.
 - use writing and other ways of representing to: explore, interpret, and reflect on their experiences with a range of texts and issues; monitor the language and learning processes and strategies they use; record and assess their achievements as language users and learners; express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes
 - use note-making strategies to document experience and reconstruct knowledge by: paraphrasing, summarizing, using note cards, note-taking sheets, research grids, video or audio techniques
 - make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of responding
 - Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
 - construct increasingly complex texts using a range of forms to serve their purposes
 - create a clear and coherent structure in various forms of writing and media production
 - make informed choices of form, style, and content to address the demands of different audiences and purposes
 - use effective strategies to engage the reader/viewer
 - use audience feedback in the process of writing and media production to improve the effectiveness of final products
 - Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

- apply a variety of writing/representation strategies to construct increasingly complex texts
- demonstrate control of the conventions of written language in final products
- make informed choices about the use of computer and media technology to serve their communication purposes
- demonstrate a commitment to crafting a range of writing and other representations
- use information from a variety of sources to construct and communicate meaning

CLASS PROCEDURE AND FORMAT

- A. You must come to class on time, prepared and with your work completed.
- B. You should come with a willingness to express your reactions, questions and views with others.
- C. You should show patience and tolerance with differing views expressed by other participants in class discussion. You are to debate issues with a non-attacking manner.
- D. Try your best because as our motto says "To try is to succeed!"

COURSE EVALUATION

- Oral Presentation and Participation - 10%
- Essays - 30%
- Tests - 30%
- Writing Folder - 10%
- Class Assignments - 20%

Essays will be marked on the following criteria taken from the NSE:

Thought and Detail:

Excellent (9-10) – Insightful ideas are supported by carefully chosen evidence and/or details.

Proficient (7-8) – Thoughtful ideas are supported by appropriate evidence and/or details OR conventional ideas are supported by carefully considered evidence and/or ideas.

Satisfactory (5-6) - Relevant ideas are supported by purposely chosen evidence and/or ideas.

Limited (3-4) - Superficial ideas are weakly supported.

Poor (1-2) - Unsupported generalities and details do not develop the topic/theme.

Organization:

Excellent (9-10) - The introduction is skilfully constructed to provide direction for the reader and/or to provoke further reading. The controlling idea/theme is sustained and developed in a clear, purposeful manner. The closing is related thoughtfully and effectively to the idea/theme.

Proficient (7-8) - The introduction is successfully constructed to provide direction for the reader. The controlling idea/theme is focused and generally sustained. The development of the idea/theme is clear and coherent. The closing is related effectively to the idea/theme.

Satisfactory (5-6) - The introduction is constructed to provide a general direction for the reader. The focus of the controlling idea/theme is clear, but coherence may falter. The closing is related functionally to the topic.

Limited (3-4) - The introduction, if present, is related in a minimal way to the rest of the written piece. A focused idea/theme is lacking or is not maintained. The ideas are not clearly developed. The closing, although present, is not functional in that it does not unify the whole or only vaguely relates to the opening.

Poor (1-2) - The introduction, if present, is not functional in that it neither relates to nor controls the rest of the composition. A controlling idea is lacking. The topic is not developed or is developed incoherently. The closing, if present, is either inappropriate or unconnected.

Matters of Correctness:

Excellent (5) - This writing demonstrates confident control of correct sentence construction, usage, grammar, and mechanics.

Proficient (4) - This writing demonstrates competent control of correct sentence construction, usage, grammar, and mechanics.

Satisfactory (3) - This writing demonstrates control of the basics of sentence construction, usage, grammar, and mechanics.

Limited (2) - This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics.

Poor (1) - This writing demonstrates lack of control of correct sentence construction, usage, grammar and mechanics.

Matters of Choice:

Excellent (5) - Choices contribute to a skilful composition. Diction is precise and specific. Syntactical structures are effective and polished. Stylistic choices contribute to a fluent and confident composition.

Proficient (4) - Choices contribute to a considered composition. Diction is specific and effective. Syntactical structures are generally effective. Stylistic choices contribute to a competent composition.

Satisfactory (3) - Choices contribute to a conventional composition. Diction is adequate but may be lacking in specificity. Syntactical structures are generally straightforward, but attempts at more complex structures may be awkward. Stylistic choices contribute to a clear composition.

Limited (2) - Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing may be vague, redundant, and/or unclear. An inadequate repertoire of language choices contributes to a limited composition.

Poor (1) - Diction is overgeneralized and/or inadequate. Syntax is confusing and uncontrolled. The writing is unclear. Lack of language choices contributes to a poor composition.

MATERIALS

Dictionary, Thesaurus, Two Binders, Diskette

ASSIGNMENT/PROJECT FORMAT

White unlined paper, Blue/Black ink or typed, Pages numbered, Double-spaced, Inch margins, Title page or appropriate information top left or right corner (Name, Date, Course, Instructor's name)

Papers must be handed in on the day specified or will not be accepted unless they come in with an excusable absence signed by the parent or guardian. Students who do not hand in assignments will be assigned to the Intervention Room to complete the work on either their preparation period or their lunch hour.

